



AH-330, Strike Team/ Task Force Leader All Hazards (STEN/TFLD)



Course Plan

Course Details

Description: This course is designed to provide the skills and knowledge needed to perform in the position of Strike Team/Task Force Leader. Topics include position overview; pre-deployment responsibilities; concept of the position; resource typing standards; pre-dispatch preparation; incident responsibilities; administration; supervision; response; assignment; demobilization; tactics and safety; risk management; entrapment avoidance; WUI; case studies; scenarios; appropriate action vs. freelancing.

Designed For: Strike Team/Task Force Leader, All Hazards (STEN/TFLD)

Authority: None

Prerequisites: 1. ICS-200.B: Incident Command System For Single Resources and Initial Action Incidents; and
2. CICC qualified Engine Boss, Heavy Equipment Boss or Crew Boss

Standard: Complete all activities and formative tests.
Complete all summative tests with a minimum score of 80%.

Hours: Lecture: 21:20
Activities: 9:10
Testing: 1:30

Hours (Total): 32:00

Maximum Class Size: 20

Instructor Level: SFT approved instructor and qualified Division Supervisor (DIVS)

Instructor/Student Ratio: 1:20

Restrictions: None

SFT Designation: FSTEP

Required Resources

Instructor Resources

To teach this course, instructors need:

- FIREScope AH-330 Strike Team/Task Force Leader Instructor Manual
 - <http://osfm.fire.ca.gov/training/SFTCurriculum>
- FIREScope AH-330 PowerPoint Presentation
 - <http://osfm.fire.ca.gov/training/SFTCurriculum>
- FIREScope ICS-420-1, Field Operations Guide (current edition)
 - <http://firescope.org/>
- NWCG PMS 461 Incident Response Pocket Guide (current edition)
 - <https://www.nwcg.gov/>

Student Resources

To participate in this course, students need (if assigned by instructors):

- FIREScope AH-330 Strike Team/Task Force Leader Student Manual
 - <http://osfm.fire.ca.gov/training/SFTCurriculum>
- FIREScope ICS-420-1, Field Operations Guide (current edition)
 - <http://firescope.org/>
- NWCG PMS 461 Incident Response Pocket Guide (current edition)
 - <https://www.nwcg.gov/>

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

Facilities

- Standard classroom set up for up to 30 students
- Projector for audio/visual presentations
- Internet access

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
 - Restroom locations
 - Food locations
 - Smoking locations
 - Emergency procedures
2. Identify classroom requirements
 - Start and end times
 - Breaks
 - Electronic device policies
 - Special needs and accommodations
 - Other requirements as applicable
3. Review course syllabus
 - Course objectives
 - Calendar of events
 - Course requirements
 - Student evaluation process
 - Assignments
 - Activities
 - Required student resources
 - Class participation requirements

Discussion Questions

1. What is a formative test? What is a summative test?

Activities

1. To be determined by the instructor.
2. Activity: Have students' pair up with someone they do not know. For five minutes, interview each other (2 ½ minutes each). Be prepared to introduce the other student to the class. Allow 30 minutes.

Topic 1-2: Course Introduction

Terminal Learning Objective

At the end of this topic, a student, will be able to describe the expectations of this course, the use of job aids and the Position Task Book as well as the CICC requirements for this position.

Enabling Learning Objectives

1. Identify the overall course objectives
2. Identify instructors
3. Identify students
4. Identify the student profile sheet
5. Identify student expectations
6. Describe how to navigate the electronic student manual

Discussion Questions

1. Refer to instructors manual

Activities

1. There are no activities in Topic 1-1

Instructor Note

1. Instructor will use the written curriculum for this topic

Unit 2: Pre-deployment Responsibilities

Topic 2-1: Concept of a Strike Team/Task Force Leader

Terminal Learning Objective

At the end of this topic, a student, given basic responsibilities of the Strike Team/Task Force Leader (ST/TFL), will be able to define the differences between a Strike Team and a Task Force, so that Strike Team/Task Force Leaders will maximize the use of resources, reduces the span-of-control and simplifies communications.

Enabling Learning Objectives

1. Define a Strike Team
2. Define a Task Force
3. Describe the basic responsibilities of a ST/TFL
4. Describe the ST/TFL concept and where the leader fits into the Incident Command System
5. Differentiate between the types of Strike Teams

Discussion Questions

1. Refer to instructors manual

Activities

1. There are no activities in topic 2-1

Instructor Note

1. Instructor will use the written curriculum for this topic

Topic 2-2: Resource Typing Standards

Terminal Learning Objective

At the end of this topic, a student, given typing of resources with minimum staffing, will be able to identify the qualification requirements for ST/TF personnel, so that ST/TF are formed and designated with the all hazard incident command structure.

Enabling Learning Objectives

1. Determine the typing of Engine, Crew and Dozer Strike Teams
2. Describe minimum personnel staffing
3. Identify qualifications/requirements for ST/TF personnel
4. Describe how Strike Teams are formed and designated

Discussion Questions

1. Refer to instructors manual

Activities

1. There are no activities in topic 2-2

Instructor Notes

1. Instructor will use the written curriculum for this topic

Topic 2-3: Pre-Dispatch Preparation

Terminal Learning Objective

At the end of this topic, a student, given elements that a ST/TFL prepares for an assignment before an incident occurs, will be able to build your ST/TFL kit and personal “kit”, describe the tools you will need to assemble, brief and coordinate your resources while traveling to, during and returning from an incident, so that the safety, coordination and needs of all personnel and equipment on your ST/TF are provided.

Enabling Learning Objectives

1. Identify what to include in your ST/TFL kit
2. Determine what items to carry in your personal kit
3. Determine that resources are ready with adequate supplies for self-sufficiency out of their area
4. Describe and participate in readiness exercises designed to evaluate your mobilization capabilities

Discussion Questions

1. Refer to instructors manual

Activities

1. There are no activities in topic

Instructor Notes

1. Instructor will use the written curriculum for this topic

Unit 3: Incident Responsibilities

Topic 3-1: Administration

Terminal Learning Objective

At the end of this topic, a student, given administrative duties as a ST/TFL, will be able to manage personnel actions, significant events and equipment issues, so that understanding of agreements are maintained and the duties are managed with maximum coordination, notification and documentation.

Enabling Learning Objectives

1. Describe ST/TFL's administrative responsibilities regarding personnel actions that may need recognition or modification
2. Describe the scope of a ST/TFL's responsibility if a significant event such as a burn-over, injury or fatality should occur involving the ST/TF
3. Describe a ST/TFL's administrative function regarding equipment and property issues
4. Describe the types of agreements a ST/TFL may be operating under on any given incident

Discussion Questions

1. Refer to instructors manual

Activities

1. There are no activities in this topic 3-1

Instructor Notes

1. Instructor will use the written curriculum for this topic

Topic 3-2: Supervision

Terminal Learning Objective

At the end of this topic, a student, given leadership principles and elements of performance based accountability, will be able to manage and lead the resources of a ST/TF, so that the assignment will complete all operational goals with the elements of management and supervision while keeping personnel on track.

Enabling Learning Objectives

1. Describe an understanding of leadership principles
2. Describe an understanding of performance based accountability
3. Describe utilization of the Operational Leadership Guide as it relates to emergency response situations
4. Describe the three primary leadership styles, when each style is appropriate and which style you tend to exhibit most often

Discussion Questions

1. Refer to instructors manual

Activities

1. There are no activities in topic 3-2

Instructor Notes

1. Instructor will use the written curriculum for this topic

Topic 3-3: Strike Team/Task Force Response

Terminal Learning Objective

At the end of this topic, a student, given information gathering process, rendezvous responsibilities, travel procedures, and logistical needs and issues, will be able to perform the proper steps to assemble and brief the ST/TF on the assignment, operational procedures, expectations, information on the equipment and personnel, so that guidelines for assignment, safe travel routes and checking in are performed on all hazard

incidents.

Enabling Learning Objectives

1. Describe the information gathering process and the sources of needed information
2. Describe the ST/TFL's rendezvous responsibilities for both pre-arrival and at scene form-up
3. Describe elements to convey safe and appropriate travel procedures
4. Describe measures to address any enroute logistical needs and issues
5. Describe where to check in at an incident and the check in process

Discussion Questions

1. Refer to instructors manual

Activities

1. There is one (1) activity in topic 3-3

Instructor Notes

1. Instructor will use the written curriculum for this topic

Topic 3-4: Assignment/Status

Terminal Learning Objective

At the end of this topic, a student, given ST/TFL responsibilities for the multiple status levels of assignment, will be able to manage assigned resources, so that Strike Team/Task Force resources are managed within incident guidelines matching assignments while assigned to an incident.

Enabling Learning Objectives

1. Describe the primary responsibilities of the ST/TFL while on available status
2. Describe the ST/TFL responsibilities while on assigned status
3. Describe the ST/TFL responsibilities while on out-of-service status

Discussion Questions

1. Refer to instructors manual

Activities

1. There are three (3) activities in topic 3-4

Instructor Notes

1. Instructor will use the written curriculum for this topic

Topic 3-5: Demobilization

Terminal Learning Objective

At the end of this topic, a student, given demobilization procedures and administrative duties, will be able to properly demob, so that maximum safety and orderly demobilization is completed with the resources of the ST/TF for efficient return to home assignment.

Enabling Learning Objectives

1. Describe the process to ensure that assigned resources are ready for demobilization
2. Describe the administrative duties which must be completed prior to demobilization

3. Describe how the demobilization process applies to a ST/TF as opposed to a single resource leader

Discussion Questions

1. Refer to instructors manual

Activities

1. There are no activities in topic 3-5

Instructor Notes

1. Instructor will use the written curriculum for this topic

Topic 3-6: An Operational Period as a ST/TFL

Terminal Learning Objective

At the end of this topic, a student, given ST/TFL's role, elements of the on going incident with operational periods, briefing responsibilities, and responsibilities for closing of the operational period, will be able establish a snapshot in the "day in the life of a ST/TF leader", so that elements and procedures are administered and managed on the all hazard incident.

Enabling Learning Objectives

1. Describe the ST/TFL's role in initial response
2. Describe the ST/TFL role in an ongoing incident including a formal operational period briefing and utilization of an IAP
3. Describe the process of briefing assigned resources
4. Describe the debriefing process and with whom at the end of an operational period
5. Describe some indicators at an incident that the ST/TFL may need to recognize

Discussion Questions

1. Refer to instructors manual

Activities

1. There are no activities in topic 3-6

Instructor Notes

2. Instructor will use the written curriculum for this topic

Unit 4: Tactics and Safety

Topic 4-1: Risk Management

Terminal Learning Objective

At the end of this topic, a student, given concepts of risk management, risk assessment, and risk control, will be able to manage risk and the risk control elements, so that risk is managed with calculated and pre-determined tools with proper risk refusal.

Enabling Learning Objectives

1. Describe the concept of Risk Management and the Risk Management Process
2. Determine risk assessment and its applications
3. Describe the concepts of risk control

4. Determine requirements on how to properly refuse risk

Discussion Questions

1. Refer to instructors manual

Activities

1. There are two (2) activities in topic 4-1

Instructor Notes

1. Instructor will use the written curriculum for this topic

Topic 4-2: Entrapment Avoidance

Terminal Learning Objective

At the end of this topic, a student, given principles of LCES, protocols for negotiating an unsafe assignment, valid trigger points, fireline conditions, will be able to determine escape routes and safety zones when engaging a fire, so that human factors that contribute to fireline decision errors are managed with fireline conditions and utilization of required safety zones for maximum personnel safety considerations.

Enabling Learning Objectives

1. Describe the role that LCES has in the Risk Management Process
2. Describe a protocol for negotiating an unsafe assignment
3. Define trigger point and levels of engagement
4. Identify a set of fireline conditions
5. Determine valid trigger points
6. Describe a procedure for recognizing escape routes and safety zones when engaging a fire
7. Identify a set of fireline conditions
8. Determine estimate minimum safety zone size
9. Describe human factors that contribute to fireline decision errors
10. Determine the appropriate level of engagement as conditions change with a given scenario

Discussion Questions

1. Refer to instructors manual

Activities

1. There is one (1) activity in topic 4-3

Instructor Notes

1. Instructor will use the written curriculum for this topic

Topic 4-3: Tactical Considerations – Wildland/Urban Interface

Terminal Learning Objective

At the end of this topic, a student, given leaders intent, concepts of wildland perimeter control, wildland structure environment, elements of area orientation, and situation and fire behavior forecasting, will be able to determine tactical maneuvers and tactical actions, so that an appropriate tactical engagement process is determine utilizing FIREScope WUI placarding system.

Enabling Learning Objectives

1. Describe leaders intent
2. Determine the concept of wildland perimeter control and the wildland structure environment
3. Describe the importance of orienting yourself to the area, situation and fire behavior forecasting
4. Describe structure protection size up, triage guidelines, protection guidelines, protection strategies and protection tactics
5. Describe tactical maneuver and tactical actions
6. Describe the tactical engagement process – PACE
7. Determine the levels of engagement – DRAW-D
8. Determine how to use the FIRESCOPE WUI placarding system

Discussion Questions

1. Refer to instructors manual

Activities

1. There is one (1) activity in topic 4-4

Instructor Notes

1. Instructor will use the written curriculum for this topic

Topic 4-4: Case Studies

Terminal Learning Objective

At the end of this topic, a student, given all hazard incidents, will be able to determine and establish incident objectives, establish briefing elements, and provide feedback action item feedback for passover assignments on case studies, so that a relief transition assignment can carry the objectives of an incident action plan during the next operational period responding to an appropriate question and answer period.

Enabling Learning Objectives

1. Describe what was planned, what actually happened, why did it happen, and what can we do next time:
 - Case Study #1: Cedar Fire Fatality
 - Case Study #2: Hwy 38 MCI
 - Case Study #3: San Bernardino Active Shooter Incident
 - Case Study #4: NAPA Earthquake
 - Case Study #5: Instructor is to determine a case study or two from the previous incident year to deliver to students to maintain recency

Discussion Questions

1. Refer to instructors manual

Activities

1. There are five (5) activities in topic 4-5

Instructor Notes

1. Instructor will use the written curriculum for this topic

2. Instructor is to determine a case study or two from the previous incident year to deliver to students to maintain recency

Topic 4-5: Scenarios

Terminal Learning Objective

At the end of this topic, a student, given incident situations, will be able to identify and describe typical situations that may be encountered as a ST/TFL, so that a predetermined systematic problem analysis is completed and can be documented or reported for standard outcomes.

Enabling Learning Objectives

1. Identify and determine incident elements that need attention for the 21 scenarios that each slide shows
2. Determine elements and decisions as to what the resolve is to the problem
3. Describe suggested outcomes

Discussion Questions

1. Refer to instructors manual

Activities

1. There is one (1) activity, all inclusive, in topic 4-6

Instructor Notes

1. Instructor will use the written curriculum for this topic

Topic 4-6: Appropriate Action vs. Freelancing

Terminal Learning Objective

At the end of this topic, a student, given situations and scenarios, will be able to determine a course of action, determine unintended consequences, and identify potential freelancing decisions, so that the appropriate actions are determined to be directly in support of the all hazard incident action plan avoiding freelancing decisions.

Enabling Learning Objectives

1. Determine situations that include appropriate action that may be applicable
2. Determine the considerations when taking appropriate action
3. Describe the contraindications of taking appropriate action
4. Describe the consequences of freelancing

Discussion Questions

1. Refer to instructors manual

Activities

1. There are no activities in topic 4-6

Instructor Notes

1. Instructor will use the written curriculum for this topic

Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Course Introduction			
Lecture	1:30		
Unit 1 Totals	1:30	0:00	1:30
Unit 2: Pre-Deployment Responsibilities			
Topic 2-1: Concept of a ST/TFL			
Lecture	1:00		
Topic 2-2: Resource Typing Standards			
Lecture	1:00		
Topic 2-3: Pre-Dispatch Preparation			
Lecture	0:30		
Unit 2 Totals	2:30	0:00	4:00
Unit 3: Incident Responsibilities			
Topic 3-1: Administration			
Lecture	2:00		
Topic 3-2: Supervision			
Lecture	1:00		
Topic 3-3: Strike Team/Task Force Response			
Lecture	2:00		
Activity: ST Assembly Briefing		0:30	
Topic 3-4: Assignment/Status			
Lecture	0:40		
Activity: King IAP		0:30	
Activity: Division Breakout Video		0:30	
Activity: Assignment Briefing		0:20	
Topic 3-5: Demobilization			
Lecture	0:30		
Topic 3-6: An Operational Period as a ST/TFL			
Lecture	1:00		
Unit 3 Totals	7:10	1:50	13:00
Unit 4: Tactics and Safety			
Topic 4-1: Risk Management			
Lecture	1:00		
Activity: Risk Assessment		0:30	

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Activity: Gavalin Incident		0:30	
Topic 4-2: Entrapment Avoidance			
Lecture	1:30		
Activity: High Meadows Case Study		0:30	
Topic 4-3: Tactical Considerations - WUI			
Lecture	1:40		
Activity: WUI Placard		0:20	
Topic 4-4: Tactical Considerations Case Studies			
Lecture	0:00		
Activity 4-4: To be determined		3:00	
Topic 4-5: Scenarios			
Lecture	0:10		
Activity: 21 slide scenarios		0:50	
Topic 4-6: Appropriate Action vs. Freelancing			
Lecture	1:00		
Local/Agency Specific Issues			
Lecture	3:00		
Final Scenario Exercise			
Lecture	0:00		
Activity: Final Scenario		2:00	
Unit 4 Totals	8:20	7:20	28:40
Lecture, Activity, and Unit Totals:	21:20	9:10	32:00

Course Totals

Total Lecture Time (LT)	21:20
Total Activity Time (AT)	9:10
Total Testing Time (TT)	1:30
Total Course Time	32:00

Acknowledgments

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